DOCUMENT RESUME

ED 462 864 FL 027 205

AUTHOR Heining-Boynton, Audrey L.
TITLE FLES Program Evaluation Inventory for FLES Teachers, Classroom Teachers, Children, Principals and Administrators, Parents.
PUB DATE 1989-01-01
NOTE 19p.
PUB TYPE Tests/Questionnaires (160)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Elementary Education; *FLES; Language Teachers; *Program Evaluation; Second Language Instruction

ABSTRACT

This packet contains the FLES (Foreign Language in the Elementary School) Program Evaluation Inventory (FPEI), which provides teachers and administrators with diagnostic information concerning their elementary school foreign language program. The inventory consists of five different forms: the FPEI for FLES Teachers, the FPEI for Classroom Teachers, the FPEI for Children, the FPEI for Principals and Administrators, and the FPEI for Parents. FPEI administrators are instructed to duplicate the number of evaluations necessary, number the forms of each category consecutively in the upper right hand corner, send with the FPEI a brief cover letter explaining why the FLES program is being evaluated and how the data collected will be used, and provide an addressed, stamped envelope for return of the FPEI. A sample cover sheet for organization of FPEI evaluation is included. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 462 864

FLES Program Evaluation Inventory for FLES Teachers, Classroom Teachers, Children, Principals and Administrators, Parents.

Audrey L. Heining-Boynton

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

- ❑ This document has been reproduced as received from the person or organization originating it.
- ❑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

A. L. Heining-Boynton

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

FL 027 205

BEST COPY AVAILABLE

FLES PROGRAM EVALUATION INVENTORY

FOR

FLES TEACHERS
CLASSROOM TEACHERS
CHILDREN
PRINCIPALS AND ADMINISTRATORS
PARENTS

BY

Audrey L. Heining-Boynton, Ph.D.
The University of North Carolina at Chapel Hill

DIRECTIONS FOR ADMINISTERING

Developed by utilizing the research on Foreign Language in the Elementary School (FLES), the *FLES Program Evaluation Inventory (FPEI)* provides teachers and administrators with diagnostic information concerning their elementary school foreign language program. The inventory consists of five different forms: **The FPEI for FLES Teachers, The FPEI for Classroom Teachers, The FPEI for Children, The FPEI for Principals and Administrators, and The FPEI for Parents.**

1. Duplicate the number of evaluations necessary. Each "smiling face"/"frowning face" rating sheet for children should be cut into four forms. Each form for Grades 2-5 should be cut in half. The sample forms are for Spanish. Change the language if you are evaluating another.

2. Number the forms of each category (Classroom Teachers, FLES Teachers, Parents, etcetera) consecutively in the upper right hand corner.

3. Send with the FPEI a brief cover letter explaining why you are evaluating the FLES program, and how the data collected will be used. Include in the cover letter a deadline date (one week from when the respondent receives the inventory) for return of the survey.

4. Include an addressed, stamped envelope for return of the FPEI.

FL027805

SAMPLE

MEMORANDUM

TO: Principals of schools with Spanish

FROM: John Doe
Foreign Language Program Specialist

DATE: May 10, 200_

RE: **Spanish Assessment**

As in past years, the elementary school Spanish teacher will be handling an assessment of the Spanish program during May. We appreciate your continued cooperation in this matter.

Attached is the principals'/administrators' survey for you. Please complete and return to me within five (5) days of receipt of this survey. Thank you.

SAMPLE COVER SHEET FOR ORGANIZATION OF FPEI EVALUATION

MEMORANDUM

To: French and Spanish FLES Teachers

From: Jane Doe, Language Coordinator

Date: Spring - 200_

Re: Elementary Foreign Language Program Assessment

Enclosed are the following materials you will need for the assessment of our elementary foreign language program.

1) FLES Program Evaluation Inventory for FLES Teachers
2) Cover letter to classroom teachers
3) Classroom Teacher Survey of FLES Program
4) Response sheets with faces for grades K-1.
5) Questions to be read to grades 1,2
6) Separate response sheets with yes/no questions for 2nd grade, 3rd grade, 4th grade, and 5th grade.

The following is a suggested procedure which, hopefully, will allow the survey to be completed quickly and efficiently.

1. Prior to class, give the classroom teacher his/her manila envelope with cover letter, teacher survey, and student surveys.

2. Ask the teacher to complete Classroom Teacher Survey prior to foreign language class.

3. Ask the classroom teacher to read the questions to the children during a portion of one of your classes while you wait outside.

4. Ask the classroom teacher to put her/his Teacher Survey and all Student Surveys (including extras) in the manila envelope, seal or tape it closed, and give the envelope to you.

5. Put all classroom packets in the large manila envelope in which materials were received.

Please keep in mind that teachers are very busy during the last weeks of school. It is to our advantage to complete the survey as soon as possible. The completed survey needs to be returned to me one week after you receive your packets. Please call me as soon as they are ready and they will be picked up at your school. Thank you!

FLES PROGRAM EVALUATION INVENTORY
FOR
FLES TEACHERS

by

Audrey L. Heining-Boynton, Ph.D.

Please answer the following questionnaire concerning the **Foreign Language in the Elementary School (FLES)** program in your school. Please return this survey in the envelope provided no later than one week after receipt. Your opinion is important. All responses are anonymous.

After reading each statement carefully, circle the one response that best represents your own opinion. The abbreviated coding is: **STRONGLY AGREE = SA; AGREE=A; DISAGREE=D; STRONGLY DISAGREE=SD; NO ANSWER/NOT APPLICABLE=NA.**

1. I am aware of the goals and objectives of our FLES program.

SA **A** **D** **SD** **NA**

2. The goals and objectives of our FLES program are realistic.

SA **A** **D** **SD** **NA**

3. The students have achieved the objectives of the FLES program for this year.

SA **A** **D** **SD** **NA**

4. Our FLES philosophy is written and available for all interested parties.

SA **A** **D** **SD** **NA**

5. My FLES students receive a foreign language grade on their report card.

SA **A** **D** **SD** **NA**

6. When appropriate, I assign my students homework.

SA **A** **D** **SD** **NA**

7. My "at-risk" students are doing well.

SA **A** **D** **SD** **NA**

8. I get along with the regular classroom teachers.

SA **A** **D** **SD** **NA**

9. The principal(s) of my building(s) is/are supportive.

SA **A** **D** **SD** **NA**

10. Sufficient resources are available to allow me to adequately do my job.

SA **A** **D** **SD** **NA**

11. In-service programs were provided.

SA **A** **D** **SD** **NA**

12. The parents of my students are supportive.

SA **A** **D** **SD** **NA**

13. The FLES coordinator (if one exists) is supportive of the program.

SA **A** **D** **SD** **NA**

14. Opportunities are provided to network with other colleagues.

SA **A** **D** **SD** **NA**

15. In-service programs are provided.

SA **A** **D** **SD** **NA**

16. The in-service programs are informative and useful for my job.

SA **A** **D** **SD** **NA**

17. Sufficient resources are available to allow me to adequately do my job.

SA **A** **D** **SD** **NA**

18. Time is provided to work on materials.

SA **A** **D** **SD** **NA**

19. My teaching load is reasonable.

SA **A** **D** **SD** **NA**

20. I feel good about my FLES teaching.

SA **A** **D** **SD** **NA**

21. My job is rewarding to me.

SA **A** **D** **SD** **NA**

ADDITIONAL COMMENTS: If you feel this questionnaire did not allow you to adequately express your opinion, or if you care to elaborate on a point(s), please do so in the space below.

FLES PROGRAM EVALUATION INVENTORY
FOR
CLASSROOM TEACHERS

by

Audrey L. Heining-Boynton, Ph.D.

Please answer the following questionnaire concerning the **Foreign Language in the Elementary School (FLES)** program in your school. Please enclose this questionnaire with the students' responses and seal them together in the manila envelope provided by your FLES teacher. Your opinion is important. All responses are anonymous.

After reading each statement carefully, circle the one response that best represents your own opinion. The abbreviated coding is: **STRONGLY AGREE = SA; AGREE=A; DISAGREE=D; STRONGLY DISAGREE=SD; NO ANSWER/NOT APPLICABLE=NA.**

Do you stay in the classroom with the students during their foreign language lesson?

_____I usually do.
_____I usually do not.

1. The students are enjoying the foreign language instruction.

SA **A** **D** **SD** **NA**

2. The students appear to be learning the foreign language.

SA **A** **D** **SD** **NA**

3. The FLES teacher has the students actively involved in language learning.

SA **A** **D** **SD** **NA**

4. The FLES teacher keeps the students on task.

SA **A** **D** **SD** **NA**

5. The foreign language lessons are organized.

SA **A** **D** **SD** **NA**

6. The foreign language teacher appears to be knowledgeable in his/her field.

SA **A** **D** **SD** **NA**

7. The foreign language activities are at the appropriate age level for the children.

SA **A** **D** **SD** **NA**

8. The foreign language teacher is enthusiastic.

SA **A** **D** **SD** **NA**

9. The foreign language class is lively and varied in activities.

SA **A** **D** **SD** **NA**

10. The foreign language is the main language of instruction in the foreign language class.

SA **A** **D** **SD** **NA**

11. The foreign language curriculum introduces or reinforces content in the regular curriculum.

SA **A** **D** **SD** **NA**

12. I agree with the methodology used to teach foreign language to elementary students.

SA **A** **D** **SD** **NA**

13. The FLES teacher is courteous, friendly, and polite toward the regular classroom teacher.

SA **A** **D** **SD** **NA**

14. There is communication between the foreign language teacher and the regular classroom teacher.

SA **A** **D** **SD** **NA**

15. I understand the goals or expectations of our FLES program.

SA **A** **D** **SD** **NA**

16. I am well informed about our FLES program, its goals and techniques.

SA **A** **D** **SD** **NA**

17. I have observed my students using the foreign language outside of their foreign language lesson time.

SA **A** **D** **SD** **NA**

18. I integrate the foreign language words or content in my lessons.

SA **A** **D** **SD** **NA**

ADDITIONAL COMMENTS: If you feel this questionnaire did not allow you to adequately express your opinion, or if you would care to elaborate on a particular point(s), please do so below. Thank you for your time and cooperation.

FLES PROGRAM EVALUATION INVENTORY FOR CHILDREN (K-1 GRADES)

by

Audrey L. Heining-Boynton, Ph.D.

DIRECTIONS FOR THE CLASSROOM TEACHER

Hand out one evaluation form to each child, and ask that they not be folded. Instruct the children to circle "boy" or "girl" at the top of the form. Read the directions and questions below, and ask the children to respond by circling a face.

READ THE FOLLOWING:

"Circle the happy face if the answer to the question is **"yes" or "most of the time"**. Circle the sad face if the answer is **"no"**."

1. Do you like your foreign language class? **(yes, most of the time, or no)**
2. Is your foreign language teacher fun? **(yes, most of the time, or no)**
3. Is learning a foreign language fun? **(yes, most of the time, or no)**
4. Do you want to learn more foreign language? **(yes, most of the time, or no)**

Place the children's forms in the envelope provided, including all extras. Please also enclose your own completed survey (FLES PROGRAM EVALUATION INVENTORY FOR CLASSROOM TEACHERS) in the same manila envelope. **Seal the envelope, and then give it back to the foreign language teacher.** All responses are anonymous.

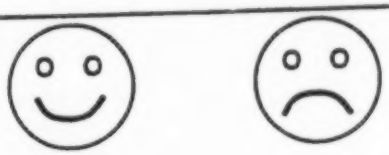
Thank you for your cooperation.

boy
girl

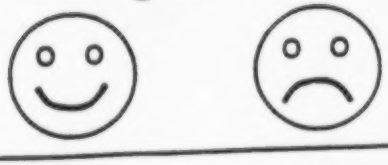
1

2

3

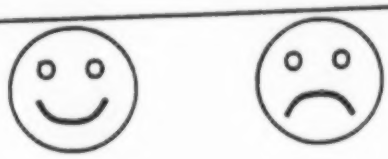
4 

boy
girl

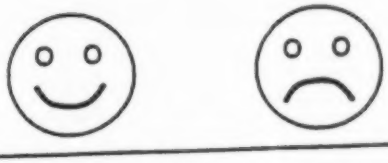
1 

2

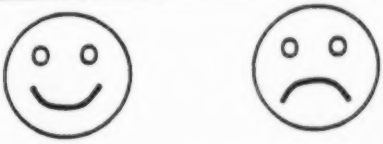
3

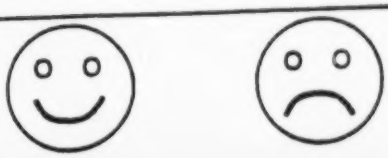
4 

boy
girl

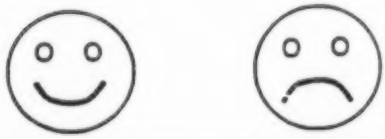
1 

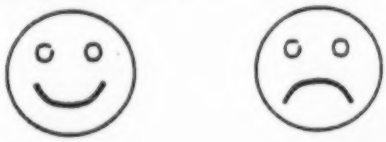
2

3 

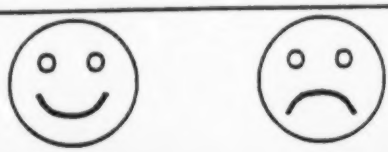
4 

boy
girl

1 

2 

3

4 

FLES PROGRAM EVALUATION INVENTORY
FOR
CHILDREN GRADE 2

by

Dr. Audrey L. Heining-Boynton

DIRECTIONS FOR THE CLASSROOM TEACHER

Hand out one evaluation form to each child, and ask that they not be folded. Instruct the children to circle "boy" or "girl". Read the questions below, and ask the children to respond by circling "yes" or "no".

"Circle the word "yes" if the answer to the question is **"yes" or "most of the time"**, or circle the word "no" if the answer is **"no"**.

1. Do you like your Spanish class? **(yes, most of the time, or no)**
2. Is your Spanish teacher fun? **(yes, most of the time, or no)**
3. Is learning Spanish fun? **(yes, most of the time, or no)**
4. Do you want to learn more Spanish? **(yes, most of the time, or no)**

Place the children's forms in the envelope provided, including all extras. Please also enclose your own completed survey (FLES PROGRAM EVALUATION INVENTORY FOR CLASSROOM TEACHERS) in the same manila envelope. **Seal the envelope, and then give it back to the foreign language teacher.** All responses are anonymous.

Thank you for your cooperation.

GRADE 2 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. Do you like your Spanish class?	**YES**	**NO**
2. Is your Spanish teacher fun?	**YES**	**NO**
3. Is learning Spanish fun?	**YES**	**NO**
4. Do you want to learn more Spanish?	**YES**	**NO**

GRADE 2 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. Do you like your Spanish class?	**YES**	**NO**
2. Is your Spanish teacher fun?	**YES**	**NO**
3. Is learning Spanish fun?	**YES**	**NO**
4. Do you want to learn more Spanish?	**YES**	**NO**

GRADE 3 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. Most of the time I understand what my Spanish teacher is saying	**YES**	**NO**
4. This is my first year of Spanish.	**YES**	**NO**
5. Sometimes I use Spanish at home or with my friends.	**YES**	**NO**
6. I want to continue Spanish next year.	**YES**	**NO**

GRADE 3 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish.	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. My most of the time I understand what Spanish teacher is saying	**YES**	**NO**
4. This is my first year of Spanish.	**YES**	**NO**
5. Sometimes I use Spanish at home or with my friends.	**YES**	**NO**
6. I want to continue Spanish next year.	**YES**	**NO**

GRADE 4 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish.	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. I can write some words in a Spanish.	**YES**	**NO**
4. I can read some Spanish words.	**YES**	**NO**
5. We do interesting things in Spanish class.	**YES**	**NO**
6. This is my first year of a Spanish.	**YES**	**NO**
7. I want to continue Spanish next year.	**YES**	**NO**

GRADE 4 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish.	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. I can write some words in Spanish.	**YES**	**NO**
4. I can read some Spanish words.	**YES**	**NO**
5. We do interesting things in Spanish class.	**YES**	**NO**
6. This is my first year of Spanish.	**YES**	**NO**
7. I want to continue Spanish next year.	**YES**	**NO**

GRADE 5 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish.	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. Most of the time I understand what my Spanish teacher is saying.	**YES**	**NO**
4. This is my first year of a Spanish.	**YES**	**NO**
5. Sometimes I use a Spanish at home or with my friends.	**YES**	**NO**
6. I am planning to take Spanish next year.	**YES**	**NO**

GRADE 5 SURVEY

Please circle the word "girl" if you are a girl, or "boy" if you are a boy.

girl **boy**

Please circle the answer that describes your feelings.

1. I like Spanish.	**YES**	**NO**
2. I like my Spanish teacher.	**YES**	**NO**
3. Most of the time I understand what my Spanish teacher is saying.	**YES**	**NO**
4. This is my first year of Spanish.	**YES**	**NO**
5. Sometimes I use Spanish at home or with my friends.	**YES**	**NO**
6. I am planning to take a Spanish next year.	**YES**	**NO**

FLES PROGRAM EVALUATION INVENTORY
PRINCIPALS'/ADMINISTRATORS' SURVEY

by

Audrey L. Heining-Boynton, Ph.D.

Please answer the following questionnaire concerning the BEP Foreign Language in the Elementary School (FLES) program in _____ County. Return this survey to _____, Foreign Language Program Specialist. Your opinion is important. All responses are anonymous.

After reading each statement carefully, circle the one response that best represents your own opinion. The abbreviated coding is: **STRONGLY AGREE = SA; AGREE=A; DISAGREE=D; STRONGLY DISAGREE=SD; NO ANSWER/NOT APPLICABLE=NA.**

1. I have personally observed the BEP Spanish teacher in my building.

SA **A** **D** **SD** **NA**

2. The BEP Spanish teacher is liked by the other teachers in my building.

SA **A** **D** **SD** **NA**

3. The BEP Spanish program is liked by the other teachers in my building.

SA **A** **D** **SD** **NA**

4. The BEP Spanish teacher is organized.

SA **A** **D** **SD** **NA**

5. The BEP Spanish teacher is enthusiastic.

SA **A** **D** **SD** **NA**

6. The Spanish lessons are interesting and age-appropriate.

SA **A** **D** **SD** **NA**

7. The students participate enthusiastically.

SA **A** **D** **SD** **NA**

8. The parents seem pleased with the BEP Spanish program in our building.

SA **A** **D** **SD** **NA**

9. The students seem pleased with the Spanish program.

SA **A** **D** **SD** **NA**

10. Our at-risk students are performing well in the foreign language classroom.

SA **A** **D** **SD** **NA**

11. The study of foreign language is reinforcing the other content areas of the curriculum.

SA **A** **D** **SD** **NA**

12. I support the notion that foreign language is important for all students.

SA **A** **D** **SD** **NA**

ADDITIONAL COMMENTS: If you feel this questionnaire did not allow you to adequately express your opinion, or if you care to elaborate on a point(s), please do so on back. THANK YOU FOR YOUR TIME, INPUT, AND COOPERATION.

FLES PROGRAM EVALUATION INVENTORY
FOR
PARENTS

by

Audrey L. Heining-Boynton, Ph.D.

Please answer the following questionnaire concerning the elementary school foreign language program in your district. Please return this form in the enclosed envelope within **SEVEN DAYS.** Your opinion is important. All responses are anonymous.
PLEASE COMPLETE THE FORM ON BOTH FRONT AND BACK.

After reading each statement carefully, circle the one response that best represents your own opinion. The abbreviated coding is: **STRONGLY AGREE = SA; AGREE=A; DISAGREE=D; STRONGLY DISAGREE=SD; NO ANSWER/NOT APPLICABLE=NA.**

1. My child talks at home about his/her foreign language class.

SA **A** **D** **SD** **NA**

2. My child's comments are positive about foreign language learning.

SA **A** **D** **SD** **NA**

3. My child feels successful in his/her foreign language.

SA **A** **D** **SD** **NA**

4. My child likes foreign language.

SA **A** **D** **SD** **NA**

5. My child likes the foreign language teacher.

SA **A** **D** **SD** **NA**

6. I am receiving enough information about the foreign language program at our elementary school.

SA **A** **D** **SD** **NA**

7. I have seen my child performing in a foreign language school program.

SA **A** **D** **SD** **NA**

8. I have visited my child's foreign language class.

SA **A** **D** **SD** **NA**

9. My child brings home foreign language worksheets, song handouts, or information.

SA **A** **D** **SD** **NA**

10. My child uses the foreign language.

SA **A** **D** **SD** **NA**

11. I am in favor of teaching a foreign language to children.

SA **A** **D** **SD** **NA**

12. I feel that studying a foreign language has not jeopardized my child's progress in the other subject areas such as math or reading.

SA **A** **D** **SD** **NA**

13. ANSWER THIS QUESTION ONLY IF YOUR CHILD IS HAVING ACADEMIC DIFFICULTIES AND IS AT RISK OF FAILING OR IS LEARNING DISABLED. My child is benefiting from the elementary foreign language program at our Elementary school

SA **A** **D** **SD** **NA**

ADDITIONAL COMMENTS: If you feel this questionnaire did not allow you to adequately express your opinion, or if you would care to elaborate on a particular point(s), please do so in the space below.

Thank you for your time, input, and consideration.

FL027205

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

ERIC

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: FLES Program Evaluation Inventory (FPEI)

Author(s): Audrey L Heining-Boynton

Corporate Source: —

Publication Date: 1/1/1989

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

☒

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

☐

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only.

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

☐

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here please

Signature: A L Heining-Boynton	Printed Name/Position/Title: Audrey L. Heining Boynton Professor
Organization/Address: CB# 3500 Peabody Hall UNC-CH Chapel Hill, NC 27599-3500	Telephone: 919 962 3035 FAX: 919 962 5566
	E-Mail Address: alb@email.unc.edu Date: 3/15/02

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide th following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS).

Publisher/Distributor:

Address:

Price Per Copy:

Quantity Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant a reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V.WHERE TO SEND THIS FORM:

You can send this form and your document to the ERIC Clearinghouse on Languages and Linguistics, which will forward your materials to the appropriate ERIC Clearinghouse.

Acquisitions Coordinator
ERIC Clearinghouse on Languages and Linguisitics
4646 40th Street NW
Washington, DC 20016-1859

(800) 276-9834/ (202) 362-0700
e-mail: eric@cal.org